

Career Readiness Resources

Career Skills Inventory– A Self Diagnostic Guide

Wilmington College

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_

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| **Wilmington College Career Skills Inventory - A Self Diagnostic Guide** | | | |  |
| **NAME:** |  | **CLASS OF:** | **DATE:** |  |
| ***COMPETENCY AREA*** | **PROGRESSING** | **PROFICIENT** | **EXPERT** | **SCORE** |
|  | **1 POINT** | **3 POINTS** | **5 POINTS** |  |
|  | **AT BEGINNING STAGES** | **DEMONSTRATES BASIC UNDERSTANDING** | **CONSISTENTLY DEMONSTRATES SKILLS** |  |
| ***CAREER PLANNING*** | Has limited project management experience and understanding on how to create and manage self guided career exploration. Not familiar with all resources available on campus and array of career choices within  their areas/majors of interest. | Periodically evaluates progress and can identify contingencies as hurdles arise and feedback is received from marketplace encounters.  Documents lessons learned as interests, values and options continually evolve over  undergraduate experience. | Creates a realistic, strategic plan based on self and market assessment which achieves short and long- term desired career outcomes. Constantly incorporates new marketplace information to update and alter milestones and objectives as appropriate. |  |
| ***SELF ASSESSMENT*** | Historically worked in areas of personal strengths without regard to personal interests, values, passions or motivators. | Beginning to understand interests, values, strengths, weaknesses, and identify possible career paths. Investigating how best to build on strengths, fortify weaknesses, build new areas of expertise and connect them to possible career paths. | Applies findings from Enneagram, Emotional Intelligence, Myers Briggs, and Strengthquests and other self-assessment tools consistently throughout career search process. Can succinctly list interests, motivations, values and passions in a variety of ways - one-on-one, via social media, and in professional documents such as resumes and  LinkedIn profiles. |  |
| ***MARKET RESEARCH*** | No clear understanding of what can be obtained through traditional market research on post university careers. Needs to better understand "employment brands" and how to assess them against personal interests and values. | Effectively uses traditional resources available to university students such as Vault Career Insider, Hoovers, Glassdoor, Bookboon, LinkedIn, Facebook and other social media. | Mastered all relevant research tools available and applies advanced research methods such as using trade journals, articles, professional associations, and seeking targeted new relationships for networking purposes. Can rapidly do a comprehensive assessment of an opportunity. |  |
| ***INFORMATIONAL INTERVIEWS*** | Not entirely comfortable in initiating and conducting an informational interview with people you don't know. Inability to successfully reach out to decision makers in new areas of interest. | Able to demonstrate a professional approach to obtaining and conducting an informational interview, demonstrates preparation via questions, and leaving a good impression. | Professional informational interviewer with a customized approach specific to the audience’s role and business, brings enthusiasm and information to interviewer, and constantly obtains leads and additional contacts via this method. |  |
| ***NETWORKING*** | Not always aware of how one is being perceived. Uncomfortable in new social situations while communicating a 30 second, 2 minute or longer overview of career interests. | Has started to build networks for long term  objectives, not just short term job needs. Is generally comfortable speaking to new individuals, and reaching out to professional organizations, in addition to demonstrating skills employers are seeking. | Strategically establishes relationships to serve short- and long-term goals, stays in touch with many connections, and provides insight and knowledge valued by new contacts which encourages  consistent communication. |  |
| ***RÉSUMÉ*** | Document lists education and experience with no insight into future objectives or capabilities. | Professional document succinctly listing experiences, education and interests while considering and appealing to a particular target industry or functional area. Demonstrates some results and what was accomplished because you were in a particular position, (not just a regurgitation of the job description.) | Consistently develops a customized, future-oriented résumé which clearly highlights interest, skills and values sought at their targeted hiring organizations. No mistakes. |  |

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| ***LINKEDIN PROFILE*** | Has no picture on their profile, and very basic data, if any profile at all. | Basic profile with less than 50 links containing some memberships in target groups, organizations. Some indications of future career interests beyond choice of major or minor.  Understands and utilizes advanced search capabilities. | Complete profile with a professional objective, containing contact information, a photo, many links and membership in groups which demonstrate interests in career objective/s. Expertise includes ability to use advanced search and group discussions to amplify profile and signal career interests. |  |
| ***COVER LETTERS*** | Able to create a basic letter communicating interest and support for candidacy. | Professional business document demonstrating interest and rationale for your candidacy.  Succinct, organized, error free - not a template. Wherever possible, concisely addresses requirements as set out in job description. | Concise, customized, one page (three paragraph) letter, clearly communicating objective/s and credentials beyond attached resume which support candidacy, and a clear plan for follow-up. Ideally, demonstrates research beyond the obvious, names internal employees who may recommend you, or you have contacted during your due diligence.  Clear on pro-active follow-up. |  |
| ***INTERVIEWING*** | Prepared to address issues around skills, interests and how one has worked in past professional situations. Understands interviewer's perspective and basic criteria for evaluation. | Enters interview clear on job description, personal interests, values and fit, and questions needed to reconcile gaps. Presents prepared stories using STAR method to highlight competencies which are most relevant to the specific position. Timely, polite, professional, not too wordy, comfortable conducting a two-way conversation. | Enters interview with a clear communication strategy to focus on several key issues (particular strengths required by position, closing gaps on experience one doesn't have, etc.) Listens carefully and answers all questions, checking for understanding where needed. Prepared for behavorial interviewing (STAR), brings additional resumes, is ready with questions that demonstrate interest, enthusiasm, research ability, and is sensitive to interviewer's perspective and time constraints. Immediately sends follow-up thank you note, customized with a reference or two with  regards to a discussed topic. |  |
| ***EVALUATION AND NEGOTIATION*** | Can articulate basic needs in making an employment decision, aware of interests, values, strengths and weaknesses. | Aware of information needed to make a viable decision to continue in a process, or accept or turndown an offer. Can obtain most of this information in a timely manner given previous networking, research and relationships built up in the career planning process. | Continuously evaluates options throughout the job search process, taking actions to follow-up or step away from opportunities as they are clarified.  Consistently reviews personal interests, values, strengths, weaknesses, and cultural fit for both short and long-term prospects of the opportunity under review. Seeks career advice as needed from career professionals and others in target industry. If driven to negotiate, is clear on professional needs  and market rates. |  |
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| **TOTAL** |

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| **INITIAL SELF ASSESSMENT SCORE** |  | **TOP THREE COMPETENCIES TO FOCUS ON** |
| **DATE** |  | **1.** |
| **POST CLASS ASSESSMENT SCORE** |  | **2.** |
| **DATE** |  | **3.** |